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ABSTRACT

To the extent that equalization of opportunities for females and males requires socialization or re-socialization of massive numbers of people, the education system has a vital function in approaching the new ideal. Since the education system is explicitly designed to bring about behavioral and attitudinal change in young members of society, its impact on the rate of adoption of new patterns of sex role behavior can be immense. This is especially true of secondary schooling, since it is during the adolescent years that sexuality increases markedly, personal skills and talents most noticeably emerge, and career and vocational decisions determine each individual's course of action for years after. Educators attitudes toward sex role differentiation are a matter of growing concern for practicing school administrators, for these attitudes are likely to affect administrative plans, change strategies, and actions directed toward compliance with Title IX and related legislation. A sample of 862 administrators, teachers, and other professional staff from 15 midwestern public high schools was given the Attitudes Toward Sex Role Differentiation in Education questionnaire. The results suggest that there are six independent dimensions of attitudes toward sex role differentiation. Significant differences were found among groups based upon demographic attributes. Implications for developing change strategies are mentioned. (Author/JEL)

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ATTITUDES TOWARD SEX-ROLE DIFFERENTIATION IN SECONDARY EDUCATION

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ATTITUDES TOWARD SEX-ROLE DIFFERENTIATION IN SECONDARY EDUCATION

Introduction

To many segments of the population, the recent federal legislation pertaining to women's rights is indicative of a relatively new ideal in this country, the ideal of equality of opportunity for women and men in all spheres of endeavor. As in relation to other social movements, people and institutions can be expected to vary considerably in the degree to which they adopt this emergent ideal. Frequently, the complete acceptance of a new pattern of social interaction entails a resocialization process, a change in the values, beliefs and mores of the society so that the new patterns of interaction eventually come to be viewed as natural and appropriate.

To the extent that the equalization of opportunities for females and males requires the socialization or re-socialization of massive numbers of people, the education system has a vital function in approaching the new ideal. Since the education system is explicitly designed to bring about behavioral and attitudinal change in young members of society, its impact on the rate of adoption of the new patterns of sex-role behavior can be immense. This is especially true of secondary schooling, since it is during the adolescent years that sexuality increases markedly, personal skills and talents most noticeably emerge, and career and vocational decisions determine each individual's course of action for years after.

Whether high school educators are likely to exercise their influence to increase equalization of the sexes is at issue in the

study reported here. A broad range of literature on attitudes strongly suggests that attitudes are to some degree predictive of behavior -- in fact, that attitudes encompass a behavior-predisposition component. If educators favor equalization of opportunities for females and males, they are likely, by their behavior, to create an atmosphere in which equality will come to be viewed as natural and appropriate.

Educators' attitudes toward sex-role differentiation are a matter of growing concern for practicing school administrators, for these attitudes are likely to affect administrative plans, change strategies, and actions directed toward compliance with Title IX and related legislation. As administrators move to design and implement these changes, will they be confronted by a mood, among the faculty and staff, of receptivity or rejection? Will they encounter an organization in which attitudes are homogeneous or one in which the membership is splintered into a number of groups holding discrepant views toward sex-role equalization?

With these thoughts in mind, a study of educators' attitudes toward sex-role differentiation was undertaken. The particular research questions guiding the study were:

1. What are the attitudes of high school educators toward sex-role differentiation? To what extent do these attitudes connote a feeling of receptivity to or rejection of the ideals of equal opportunity for females and males?
2. Do high school educators differ in their attitudes toward sex-role differentiation according to their sex, age, and/or professional position? Can it be expected that relevant ad-

ministrative actions will receive differential levels of support from organizational members having different demographic characteristics?

Related Literature

There is little consensus among theorists as to the precise definition of attitude. Some scholars consider attitudes to be primarily cognitive;[1] others emphasize their affective nature;[2] and still others consider them to be functional or behavioral.[3] Krech, Crutchfield and Livson synthesized the various schools of thought in their definition of attitude as "an enduring system of positive or negative evaluations, feelings and tendencies toward action with respect to a social object."[4] Thus, attitudes can be regarded as having cognitive, affective, and behavior-predisposition dimensions.

Theorists do agree that the objects toward which attitudes are directed are social in nature. In the present study, the social phenomena treated as the objects of attitudes are the traditions of differential behavior toward females and males and of differential expectations for female and male behaviors. Researchers have documented the existence of attitudes supporting such sex-role differentiation, which frequently operates to the disadvantage of females. For example, as reported by Levy and Stacey,[5] Williams and Bennett,[6] and Bardwick,[7] children as well as adults, both female and male, conceive female personality traits to be different from male personality traits, the females' characteristics being less socially desirable than the males'. Different sets of adjectives are generally perceived to be applicable to "feminine" and "masculine" personality types, according to Bem[8] and others; and the most "masculine" person-

ality types have been found, by Chernovetz, Jones, and Hanssen,[9] to be associated with internal locus of control, high self-esteem, and relative absence of neurosis. Spence and Helmreich[10] found females to be generally more favorably disposed than males toward sex-role equalization and younger people to be more liberal in their attitudes than older people. Silver, Podemski, and Engin[11] found females to be generally more liberal than males in attitudes toward sex-role differentiation.

The impact of schooling on sex-role socialization has also been noted by numerous researchers. Sexton[12] and Levy and Stacey,[13] for example, enumerated ways in which teacher behaviors influence sex-related role taking by children. Barrett[14] described how the social structure of the school system serves as a "hidden Curriculum" for sex-role socialization. And Achilles et al.[15] found both that teachers tend to behave differentially toward male and female students and that the behaviors of female teachers differ from those of male teachers.

The present study was intended to interrelate these bodies of literature. That is, the investigation of educators' attitudes (their judgments, feelings, and behavioral tendencies) with regard to sex-role differentiation, because of the conceptual relationship between attitudes and behavior, is viewed as bearing important implications for the socialization of young citizens and for administrative change strategies. The demographic variables of sex, age, and professional position were regarded as important inasmuch as sex and age had been found in earlier studies to be determinants of attitudes regarding sex roles, and professional position has bearing both upon

the frequency of contact between staff members and students and upon the types of responsibilities educators have for implementing the recent legislation.

Procedures

Sample

The sample was drawn from 15 selected public high schools located in four major cities in the Midwestern region of the United States. The schools are located in Iowa (5 schools), Kansas (4 schools), Colorado (3 schools) and Nebraska (3 schools). Respondents were 862 professional staff members distributed among the professional ranks as follows: 30 administrators; 703 teachers; 119 other professional staff (guidance counselors, psychologists, etc.); and 10 who did not indicate their position. There were 377 females, 456 males, and 29 who did not indicate their sex. Respondents participated on a voluntary basis.

Instrumentation

The instrument used to assess educators' attitudes regarding roles of females and males was the Attitudes Toward Sex Role Differentiation in Education (A/SRDE) questionnaire,[16] a 45-item Likert-type scale consisting of statements about behaviors or social positions that may be deemed appropriate for females and/or males. Respondents were asked to indicate the extent of their agreement or disagreement with each statement on a 5-point scale ranging from "strongly agree" to "strongly disagree," a frequently used technique for measuring attitudes.

The A/SRDE is a modification of the Attitudes Toward Sex Role Differentiation (A/SRD) instrument developed by Engin and others.[17]

In essence, the earlier instrument served to provide an ititial pool of relevant questionnaire items for the A/SRDE. The earlier instrument consisted of 127 statements representing favorable and unfavorable opinions about role differentiation in five spheres of social interaction -- education, politics, the professions, domestic relationships, and recreation; there was one miscellaneous category. The items were judged by a panel of educators to be relevant to attitudes toward sex-role differentiation and appropriate to the specified categories. Responses were on a five-point scale similar to that of the A/SRDE. Responses were collected from 1,200 educators occupying various professional positions and were subjected to principal components analysis with orthogonal rotation. Of the six factors that emerged, the first two accounted for substantially more of the total variance than did the others and included the largest number of items. They were also the most interesting conceptually, in that they appeared to distinguish between attitudes toward traditional sex-role stereotyping and attitudes toward change. None of the categories used as the basis for generating items emerged as factors.

In preparing to design the A/SRDE, 20 items from each of the first two factors found in the pilot study were selected for a second pilot instrument. All statements pertaining explicitly to education and loading .30 or higher on either of the first two factors were selected along with the highest loading items from those factors. Ten additional statements pertaining to specific clauses in Title IX were generated. The result was a set of 50 statements which were then presented to 90 selected male and female graduate students of educational administration who were asked to judge the degree to which each item

represents a liberal or conservative attitude toward sex-role differentiation. More specifically, respondents were instructed to place each item in one of six categories ranging along a continuum from "extremely liberal" to "extremely conservative" or to check a category indicating that the item was ambiguous. The data so obtained were used to ensure that the statements on the A/SRDE would be interpretable in terms of liberal/conservative viewpoints, unambiguous, relevant, and representative of a spectrum of supportive and non-supportive attitudes toward sex-role differentiation. As a result of this pilot study, five items, those judged to be ambiguous by more than 13% of the respondents, were rejected from the final instrument.

From responses in the present study, an odd-even reliability coefficient for the A/SRDE was computed to be greater than .9 when corrected by the Spearman-Brown Prophesy formula. Each of the 45 items was substantially correlated with the total scores ($r = .30$ to $.69$), indicating that each item contributed to measuring the larger construct. Principal components analysis with Varimax rotation revealed a factor structure bearing the essential characteristics necessary to assume construct validity: the factors appeared interpretable as following the pattern of the general attitude construct; a relatively small number of factors explained a relatively large proportion of the variance; each item was loaded substantially on at least one factor; and only two items were loaded above .40 on more than one factor.

Values for the independent variables of sex, age and professional position were supplied by the respondents. Professional Position had three levels: teacher; administrator; and other professional staff. The age variable was dichotomized: respondents over 39 years of age

were designated "older" and the remainder were called "younger."

Analysis

To determine the nature of educators' attitudes toward sex-role differentiation in response to the first research question, all items which had been designated "liberal" in the pilot study described above were reverse-scored so as to yield a consistent scale in which lower scores represent more conservative orientations. Means and standard deviations by item were then computed for the total sample and for demographic groupings to serve as the basis for a general overview of the respondents' attitudes.

For comparisons among groups, in response to the second research question, a principal components analysis with Varimax rotation was conducted on the raw data. Groups were compared on the basis of factor scores by means of regression analysis, a technique necessitated by unequal cell sizes for demographic characteristics of respondents. More specifically, the method of fitting constants (regression analysis wherein the independent variables are categorical) was employed. Each factor was treated separately and each linear equation had as its dependent variable the standardized factor score; the independent variables were sex, age, professional position, and all their interactions. Since demographic group sizes were unequal, a series of sequential regression analyses including all combinations of the independent variables was performed for each factor to determine the impact of each variable after adjusting for the effects of the other variables in the equation. Variables were assumed to be non-significant if their observed significance level was greater than .05.

Factor Structure

Before addressing the research questions posed above, a brief description of the factor structure of the A/SRDE would be in order. Principal components analysis with Varimax rotation revealed that the A/SRDE is comprised of six factors having eigenvalues equal to or greater than 1.00. Together the six factors accounted for 49% of the total variance. Based upon a study of the items with .40 or greater loadings on each factor (representative items by factor are presented in Table 1), the factors can be named and described as follows:

Factor 1, General Conservatism/Liberalism - statements which concern traditional patterns of male dominance in various aspects of society, including education, politics, domestic relationships, the professions, and recreation.

Factor 2, Professional Opportunities - items bearing upon recruitment, selection, promotion, and remuneration of women and men in the professions.

Factor 3, Sex Segregation - statements related directly or indirectly to sex segregation in class programming.

Factor 4, Political Action - items related to various forms of group action designed to bring about greater equality between the sexes.

Factor 5, Language Usage - items pertaining to forms of address and speech patterns.

Factor 6, Social Etiquette - statements concerning behaviors which individuals, in contrast to groups, might exhibit in their social interactions.

Of particular interest in analyzing the contents of each factor

is the relationship between these factors and the attitude construct more generally. Whereas the first factor is comprised of statements about sex roles as they might be perceived to exist now (the verb forms are almost all in the present tense of the verb, to be), the statements comprising the other five factors clearly indicate action or change of some sort. In other words, the first factor appears to represent the cognitive dimension of attitudes toward sex-role differentiation in education whereas the other five factors seem to represent behavior predisposition dimensions of the same construct. The affective dimension of attitude did not emerge explicitly in the factor structure.

Educators' Attitudes

For convenience in interpreting and displaying the findings, the items were grouped by factors and each factor was treated as a scale. Items included in each scale were those with loadings of .40 or higher on the corresponding factor. Means and standard deviations of raw scores by scales for the total group and for demographic groupings are reported in Table 1. Also displayed are representative items from each scale. For each scale the possible range of scores was 1.00 to 5.00. Therefore, mean responses of 3.00 or higher are indicative of the more liberal orientations toward sex-role equalization.

(Insert Table 1 about here.)

The educators in this sample were not consistently liberal in their attitudes regarding sex roles. Although they were modestly liberal in their general orientations (Factor 1) and their action-related attitudes with regard to sex segregated classes, political action, and social etiquette, they were somewhat conservative in their

attitudes toward affirmative action and changing language usage. In view of the importance of affirmative action in recent legislation, the scores on Factor 2 might be of some concern to practicing administrators.

The research question posed earlier was phrased in terms of the emergent ideal of complete sex-role equalization throughout American society. Such an ideal would be represented by scores of 5.00 on each of the scales. As can be seen in Table 1, the respondents in the sample generally deviate from this ideal by more than 1.00 -- more than 25% of the full range. It is interesting to note that Factor 1, which appears to be a cognitive dimension, yielded the most liberal total-group scores and that the behavior-related dimensions yielded less liberal or actually conservative responses.

Mean scores by groups are displayed in Table 1 for interest value, but they were not used as bases for comparisons among groups because of item interrelatedness and because of interactions among demographic characteristics.

Differences Among Groups

The second research question focused upon differences among groups on the basis of demographic categories. Results of these analyses appear in Table 2, which requires some further clarification. Factor scores have been standardized for the study sample; that is, total group mean factor scores are 0.00 and the standard deviation is ±1.00. Due to the signs of the items' factor loadings, the lower the factor score, the more liberal the attitudes of the group in question. (Directionality of the significant differences between groups can be verified with reference to the group mean scores in Table 1, particu-

larly when main effects rather than interaction effects are present.)

(Insert Table 2 about here.)

The most striking feature of this set of analyses is that every factor was significantly related to at least one demographic variable and each demographic variable had an effect on at least one factor. There was no pattern of relationships between the independent and the dependent variables that was consistent across factors.

The findings can be briefly summarized here. Factor 1, the general measure of conservatism/liberalism with regard to sex-role differentiation in education, related significantly with sex but with no other independent variables; females were more liberally oriented than males. Factor 2, the Professional Opportunities Scale, related to the interaction between sex and age; the younger females comprised the most liberally oriented group with respect to affirmative action. On Factor 3, the measure of attitudes toward sex segregation in school, both age and position individually had main effects, but no interaction effects were found; younger educators were the more liberal age group and administrators were the most liberal position group. Factor 4, the Political Action Scale measuring attitudes toward concerted group actions, was found to relate only to age; again, younger respondents were the more liberal. All three demographic variables in interaction were found to affect the fifth factor, the Language Usage Scale; here, younger female administrators tended to be the most liberally oriented group. Finally, Factor 6, the measure of attitudes regarding individuals' behaviors in social situations, was found to relate to the interaction between sex and age; the older females appear the more liberal, though sex was clearly a more substantial dis-

criminator than age among scores on this factor.

Contrary to earlier research findings, sex was not a consistent determinant of relative degree of liberality on all dimensions of the A/SRDE. Females were found not significantly more liberal than males in attitudes toward sex segregation or in attitudes toward political action directed toward equalization of opportunities.

Summary and Conclusions

Because educators perform a crucial role in the social development of young people, their attitudinal and behavioral patterns are of vital interest to those concerned either with implementing the law or with furthering the ideal of sexual equity throughout society. To educational administrators interested in enhancing educational equity in their schools or school systems, the findings in the present study may suggest useful implications for developing change strategies.

First, Attitudes Toward Sex-Role Differentiation in Education was found to be a multifaceted construct consisting of six independent dimensions. This implies that staff development efforts or other change strategies bearing upon educational equity might best be approached via six distinct avenues. Rather than conducting workshops or other developmental programs devoted to altering general attitudes, change agents should consider addressing the issues separately.

Secondly, the educators in the sample were found to be only modestly liberal in their attitudes toward sex-role equalization. While they tended to disagree with stereotypic assertions of male dominance, they were less consistent with regard to methods of increasing sex-role

equity. In fact, the respondents were generally negatively disposed toward affirmative action strategies and toward changes in language usage. The discrepancy between general expressions of attitude (Factor 1) and expressions of behavior-related attitudes (Factors 2-6) appears to indicate that non-stereotypic viewpoints are not necessarily conducive to non-stereotypic behavior tendencies. In preparing to bring about changes within school systems, particular attention should be devoted to the importance of affirmative action and of unbiased language usage.

Finally, significant differences were found among groups based upon demographic attributes. Given the diversity of relationships between such factors as sex, age, and professional position and the dimensions of attitudes toward sex roles, change agents might do well to direct their efforts toward various groupings of individuals according to the issue being treated. Of particular importance would be the provision of learning opportunities for those less favorably disposed toward sex-role equalization -- for males, for teachers, and for older personnel -- in accordance with the topics addressed.

Beyond the issue of compliance with Title IX and related legislation is the more general issue of complete sexual equality. Educational administrators must look beyond token expressions of legislative requirements -- beyond mere compliance with the letter of the law -- and toward fulfilling the spirit of the law, creating an environment of genuine equality of opportunity between the sexes. Of necessity, this perspective demands attention to educators' attitudes.

NOTES

[1] See, for example, Muzafer Sherif and Carl I. Hovland, "Judgmental Processes and Problems of Attitude," Current Perspectives in Social Psychology (Third Edition), Eds. E. P. Hollander and R. G. Hunt (New York: Oxford University Press, 1971), pp. 390-396; and Harold M. Schroder, "Conceptual Complexity and Personality Organization," Personality Theory and Information Processing, Eds. H. M. Schroder and P. Suedfeld (New York: Ronald Press, 1971), pp. 240-273.

[2] For example, M. E. Shaw and J. M. Wright, "The Nature of Attitudes," Scales for the Measurement of Attitudes (New York: McGraw-Hill, 1970), pp. 1-14.

[3] Most notably, Daniel Katz, "The Functional Approach to the Study of Attitudes," Current Perspectives in Social Psychology (Third Edition), Eds. E. P. Hollander and R. G. Hunt (New York: Oxford University Press, 1971), pp. 332-342.

[4] David Krech, Richard S. Crutchfield, and Norman Livson, "Structure and Development of Social Attitudes," Elements of Psychology (New York: Alfred A. Knopf, 1974), p.

[5] B. Levy and J. Stacey, "Sexism in the Elementary School: A Backward and Forward Look," Phi Delta Kappan 55 (1973): 105-109, 123.

[6] John E. Williams and Susan M. Bennett, "The Definition of Sex Stereotypes Via the Adjective Check List," Sex Roles 1 (1975): 327-337.

[7] Judith M. Bardwick, "Women's Liberation: Nice Idea, But It Won't Be Easy," Psychology Today 6 (1973): 26, 30-33, 110-111.

[8] Sandra Bem, "Probing the Promise of Androgyny," Beyond Sex-Role Stereotypes: Readings Toward a Psychology of Androgyny, Eds. A. G. Kaplan and J. P. Bean (Boston: Little, Brown and Company, 1976), pp. 47-62.

[9] Mary Ellen Chernovetz, Warren Jones, and Bob Hanssen, Sex Role Identification: Some Research Implications (Paper presented for the Center for Multidisciplinary Research on Women, University of Tulsa, 1977).

[10] Janet T. Spence and Robert Helmreich, "The Attitudes Toward Women Scale: An Objective Instrument to Measure Attitudes Toward the Rights and Roles of Women in Contemporary Society," JSAS Catalog of Selected Documents in Psychology (1972).

[11] Paula F. Silver, Richard S. Podemski, and Ann W. Engin, "Attitudes Toward Sex Role Differentiation in Education: Implications for Title IX Implementation," Journal of Research and Development in Education 10 (Winter, 1977): 26-35.

[12] Patricia Sexton, "How the American Boy is Feminized," Psychology Today 3 (1970): 23-29, 66-67.

[13] B. Levy and J. Stacey, op. cit.

[14] Catherine Barrett, The Hidden Curriculum in the Schools (Paper presented for the Central New York School Study Council, University of Syracuse, 1974).

[15] C. M. Achilles, Harriet Crump, Roger Woodbury, and Russell L. French, "Verbal and Non-Verbal Behaviors of Teachers Analyzed by Teacher/Pupil Sex and Race," The Educational Catalyst 5 (Fall, 1975): 121-130.

[16] William J. Davis, Ann W. Engin, Richard S. Podemski, and Paula F. Silver, Attitudes Toward Sex-Role Differentiation in Education (A/SRDE), A research instrument (Tulsa, Oklahoma: Center for Multidisciplinary Research on Women, University of Tulsa, 1977), mimeographed.

[17] Ann W. Engin, Richard S. Podemski and Paula F. Silver, Attitudes Toward Sex Role Differentiation (A/SRD), A Research Instrument (Columbus, Ohio: The University Council for Educational Administration, 1976), mimeographed.

Table 1. A/SRDE Scale Scores: Means and Standard Deviations

Factor Number	Representative Items[1]	Item Loading on Factor	Number of Items on Scale[2]	Total Group	Sex		Position			Age	
					Males	Females	Tchrs.	Admins.	Others	Younger	Older
				(N=829)	(N=454)	(N=375)	(N=685)	(N=26)	(N=118)	(N=371)	(N=4
1	GENERAL CONSERVATISM/LIBERALISM		21	3.82 (.632)	3.54 (.578)	4.16 (.522)	3.82 (.634)	3.68 (.529)	3.86 (.640)	3.95 (.631)	3.7 (.61
	a. College education is less important for girls than for boys.	-.73									
	b. Vocational counseling is actually more important for boys than for girls.	-.71									
	c. Women are generally worse automobile drivers than men are.	-.69									
2	PROFESSIONAL OPPORTUNITIES		7	2.56 (.695)	2.32 (.633)	2.85 (.652)	2.57 (.687)	2.32 (.800)	2.57 (.715)	2.65 (.709)	2.4 (.67
	a. People should seek to patronize female professionals (doctors, lawyers) so as to help women become economically successful.	.70									
	b. In order to have political equality in the country, about half the mayors, senators and governors should be women.	.69									
	c. To correct sex-related inbalances, special efforts should be made to recruit women to serve as school principals.	.62									
3	SEX SEGREGATION		3	3.55 (.876)	3.44 (.858)	3.68 (.880)	3.53 (.870)	3.99 (.830)	3.56 (.858)	3.80 (.804)	3.35 (.879
	a. Gym classes in high school should not be co-educational.	-.76									
	b. Gym classes in elementary school should not be co-educational.	-.66									
	c. High school students who are pregnant should be counseled to discontinue attending classes temporarily.	-.50									
4	POLITICAL ACTION		10	3.31 (.648)	3.09 (.566)	3.57 (.645)	3.30 (.640)	3.15 (.626)	3.35 (.695)	3.44 (.651)	3.19 (.623
	a. Consciousness raising about sexism should be a part of the school curriculum.	.59									
	b. Girls should be taught how to be assertive.	.57									
	c. Eliminating sexual bias should be a major goal of the schools right now.	.54									
5	LANGUAGE USAGE		3	2.70 (.975)	2.48 (.912)	2.97 (.983)	2.69 (.970)	2.59 (.896)	2.84 (1.015)	2.88 (1.008)	2.56 (.924
	a. "Chairperson" should be used in preference to "Chairman."	.75									
	b. The Declaration of Independence should be changed to read: "We hold these truths to be self-evident that all people are created equal..."	.71									
	c. We should do away with such titles as Mrs. and Miss because a woman's marital state is not relevant to her professional interactions.	.44									
6	SOCIAL ETIQUETTE		4	3.30 (.739)	3.16 (.708)	3.46 (.742)	3.30 (.734)	3.18 (.780)	3.31 (.760)	3.50 (.713)	3.13 (.715
	a. Women who use crude language and tell off-color jokes are more unseemly than men who do the same.	-.64									
	b. Fighting is OK for boys, but not for girls.	-.58									
	c. It is all right for girls to be "tomboys," but they should change their behavior when they become teenagers.	-.54									

[1] The three highest loading items from each factor were regarded as representative of each corresponding scale.

[2] Items with loadings of .40 or higher on each factor.

[3] Standard deviations appear in parentheses.

Table 2

Results of Regression Analyses[1] : Variables Exhibiting a Significant Difference[2] Among their Levels, by Factor

Factor	Variable(s)[3]	Degrees of Freedom	F-Value	Observed Significance Level[3]	Adjusted Means of Standardized Factor Scores[4]	
Factor 1: Traditional Orientation	Sex	1,752	204.37	< .01	males	.38
					females	.62
Factor 2: Professional Opportunities	Sex and Age	1,752	5.09	.02	young males	.34
					young females	-.51
					old males	.36
					old females	-.41
Factor 3: Sex Segregation	Age	1,754	38.57	< .01	younger	-.53
					older	.07
	Position	2,754	5.26	< .01	teachers	.01
					staff	-.06
					administrators	-.63
Factor 4: Social Etiquette	Sex and Age	1,752	5.14	.02	younger males	.07
					younger females	.07
					older males	.13
					older females	.02
Factor 5: Language Usage	Sex and Age and Position	2,752	3.28	.04	young male teachers	.09
					young male admin's	-.44
					young male staff	-.48
					young female teachers	-.29
					young female admin's	-1.62
					young female staff	.15
					older male teachers	.14
					older male admin's	.21
					older male staff	.28
					older female teachers	.07
					older female admin's	-.47
					older female staff	-.26
Factor 6: Political Action	Age	1,754	24.22	< .01	younger	-.12
					older	.13

[1] The six linear combinations generated by the regression analyses were all found to be significant beyond the .01 level.

[2] The criterion level of significance was set at .05.

[3] Only variables for which observed significance level of the F-value was less than .05 are reported. F-values and significance levels reported are those calculated when the variable entered the model first in its respective class (i.e., main effect, two-variable interaction, or three-variable interaction). Variables in the table were significant independently of the order in which they entered the model; all other variables were insignificant independent of the order of entry.

[4] Factor scores were standardized across all respondents; means reported are adjusted to account for unequal cell frequencies in the data set.